THB Shakerite
Shaker Heights High School • 15911 Aldersyde Drive • Shaker Heights, OH 44120
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INSIDE...

The perils of passion PAGE 6

Mohney to bid farewell to school

BY LESLY BLANTON
Staff Reporter

Robert Mohney, assistant and 12th grade principal, will retire Aug. 30, 1991, after 29 years of service in Shaker.

Mohney has been the assistant principal for nine years. His duties include managing schedules, acting as a liaison between teachers and Principal Jack Rumbaugh and serving as a unit principal for the 12th grade.

Mohney chose education as a career because of its importance in today's world.

"I feel education is very important in our society and I love working with kids," Mohney said. "I like administration and teaching, and I have no regrets in regards to my career."

Before coming to Shaker, Mohney was a teacher in Franklin, Pennsylvania for eight years. Mohney said he prefers working at Shaker.

"I have had many more experiences at Shaker than in Pennsylvania. This is a multicultural, integrated school. I wanted to come to Shaker because it offered many opportunities. I was honored to be accepted here," Mohney said.

After teaching at Shaker for 29 years and witnessing the graduation of almost 30 classes, Mohney feels students are basically the same from one year to the next.

"I think we are as great today as we were in the 1970s," Mohney said. "Students may have been more concerned about current events in the 70s, however, [the Shaker students today] are interested in the Persian Gulf."

Mohney believes that Shaker will remain an excellent school after he leaves.

"[Shaker Heights High School] is a great school. I have not regretted my experiences, and I'm sure it will be even more excellent as we head into the 21st century," Mohney said. "We have great administrators and teachers."

RELINQUISHING THE THRONE. Associate principal Robert Mohney is retiring this summer after 29 years at Shaker.
Photo by Jason Hamilton

Many students believe that Mohney was an asset to the school and will definitely be missed.

"Mr. Mohney will definitely be missed here at the high school," said Gristmill Co-Editor-in-Chief Kathy Wilkoff. "He was the most caring and helpful of the administrators we dealt with on The Gristmill this year. He was more personable and it seemed like he cared more than some of the other administrators."

Jerome Griffith, junior class president, believed Mohney was often more than an administrator.

"I grew to like Mr. Mohney, " Griffith said. "He became a friend as well as an administrator. I think his retirement is a great loss."

Senior David Joseph is another student who feels that Mohney has become a friend to many.

"Not only has Mr. Mohney been principal of the senior class, but for those of us who have been here for four years, we see him as a friend as well," Joseph said. "Mr. Mohney seems to know a lot about each student and what they are interested in. When I was a freshman, he asked me about hockey and tennis and I didn't even know that he knew that I played those sports."

After working for 37 years, Mohney said he is not sorry to retire.

"I'm going to miss [my work], but I'm not afraid. I look forward to a new challenge in my life. I think we all need new experiences," Mohney said.

Although Mohney looks forward to the future, his memories of Shaker will remain fond.

"I'm excited about [retiring] but also sad about leaving my colleagues, the students and this school system known for its excellence. I'll miss all of you," Mohney said.

"I'm going to travel. I'll probably do volunteer work, do a lot of reading which I haven't been able to do. I'm also going to play golf and I'm sure my wife will have chores for me," Mohney said.

His plans include traveling to Europe and spending time in his cottage in Pennsylvania where he will spend time watching football.

"I love Penn State football, so I'll want to see many Penn State games," Mohney said.

Mohney feels his family will also enjoy his retirement.

"[My wife] is looking forward to [my retirement], and I'm sure my granddaughters will be looking forward to it because I'll have more time for them," Mohney.

Administration seeks to end gambling, bans card playing

BY JEREMY PARIS
Staff Reporter

Card playing in the school has been banned by the school administration, and flyers have been posted around the school reminding students of the ban on hats, radios and card playing.

According to 10th Grade Unit Principal Isaac Smith and ninth grade unit principal Richard Vlah, one reason card playing has been banned is that in some cases it involved gambling.

"Not all card playing was just plain card playing," Smith said. "Sometimes there were some stakes involved."

Smith said that this gambling led to people becoming angry with each other and often led to fighting. He also said that some people were forced to play cards in order to pay off their debts.

Card playing had a negative affect on the student body, according to Vlah.

"Not all kids were gambling," said Vlah, "but it became detrimental to the general well-being of students."

At first, sophomore Tucker Manning saw no reason to ban card playing, but now he understands why the decision was made.

"Now I realize why they [banned card playing]," said Manning. "People were losing their lunch money."

"People were starting businesses," said sophomore Stuart Wine. "They would try to get their money back and they would lose more."

Card playing was going on everywhere, according to ninth grade unit principal Richard Vlah. He said that the amount of card playing had recently increased.

"There were enough kids playing so that it interfered with things," said Vlah. "It wasn't as widespread before."

Many students think the administration is unjust in banning card playing altogether, feeling that it should be allowed in places such as lunch and study hall.

"[The administrators] don't have the right to do it," junior Chris Jones said. "They could give a cause if it was a distraction in class, but not if it's on our own time."

Although there is less time at lunch now, some students say they should be allowed to use the lunch period for what they want to do.

"I feel that lunch is a time for recreation and fun, not just eating," sophomore

> ***"People were starting businesses. They would try to get their money back, and they would lose more."***
> ***– Stuart Wine***

Sophomore Ian Mirmelstein agrees that card playing is fine if it is not disrupting classes and the school.

"Cards don't hurt anyone if they are done in the right place," Mirmelstein said.

Smith said that card playing is a holdover from the days when the lunch period was 50 minutes long, as opposed to the current 23 minutes. There was a dead period in which nothing was going on, and card playing was a good pastime.

"There was a lot of idle time then," Smith said. "There was no eating at some tables; it was all card playing."

Andy Federer said.

The banning of hats, which has been in effect for a long time, is also the subject of a controversy among some students.

"There is no reason for having no hats in the school," said Jones. "So many things could be called distraction that [the administration] has no right to ban certain things."

Smith said that the school's position on hat wearing stems from the fact that the administration considers school a place where students are trained to be adults.

"Hat wearing in a public building is not O.K.," Smith said. "It is ignorant to do it."

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College courses offer additional student options

BY JILL PELAVIN
Spotlight Editor

The Post Secondary Enrollment Option, Senate Bill 140, was passed in October, 1989 by the Ohio Legislature, allowing students in grades 11 and 12 to take college courses and receive high school and/or college credit.

Through Option A of the Post Secondary Enrollment Option, students may choose to receive college credit only and must assume financial responsiblities while Option B allows students to obtain college and high school graduation credit with the school district, via the state, assuming financial responsibility.

According to head guidance counselor Jeffrey Lewis, few students enlist in the Post Secondary Enrollment Option because Shaker has ample class offerings.

"The Post-Secondary Enrollment Option provides districts that do not have wide curriculum opportunities with more courses. Since Shaker has an expansive curriculum, students are not electing for this option," said Lewis.

Other reasons for the lack of enrollment are financial, academic and social drawbacks.

"There is an increased financial obligation, social discomfort, and advanced, more rigorous coursework," said Lewis.

Junior Stuart Spivack is taking Differential Equations at Cleveland State University because the course is not offered at Shaker. According to Spivack the course is not very difficult.

"I put in less time [at CSU] than high school because there is not homework and the material is straight from the text," said Spivack. "I think it's easy for anyone geared towards an AP class."

According to Lewis, once a student successfully completes a course, high school credit is awared.

"The courses taken are computed into the students GPA as level 3 [college preparatory] credit, unless the student elects to take the course pass/fail," Lewis said.

Students may also trasfer the credit towards college graduation requirements, depending on the school.

"Students who take courses at other colleges are eligible to receive credit as long as the course is similar to what we offer at the same level," said Susan Dileno, associate director of undergraduate admissions at Case Western Reseve University.

ARE YOU READY TO GO ON SENIOR PROJECT?

You may think the answer to the above question is a resounding "YES!!!" But if you haven't bought a subscription to the The Shakerite yet, you are *clearly* mistaken.

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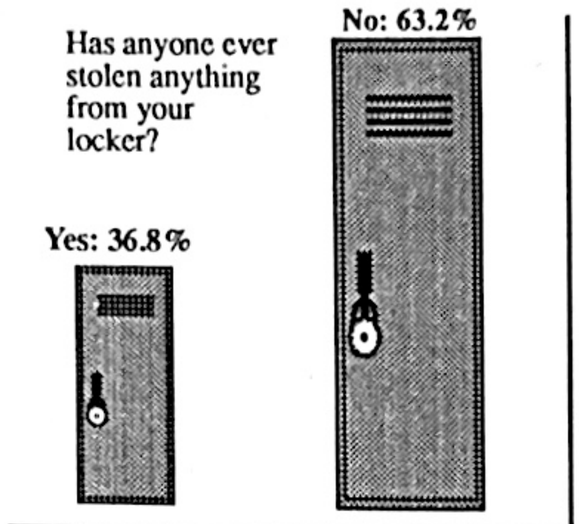
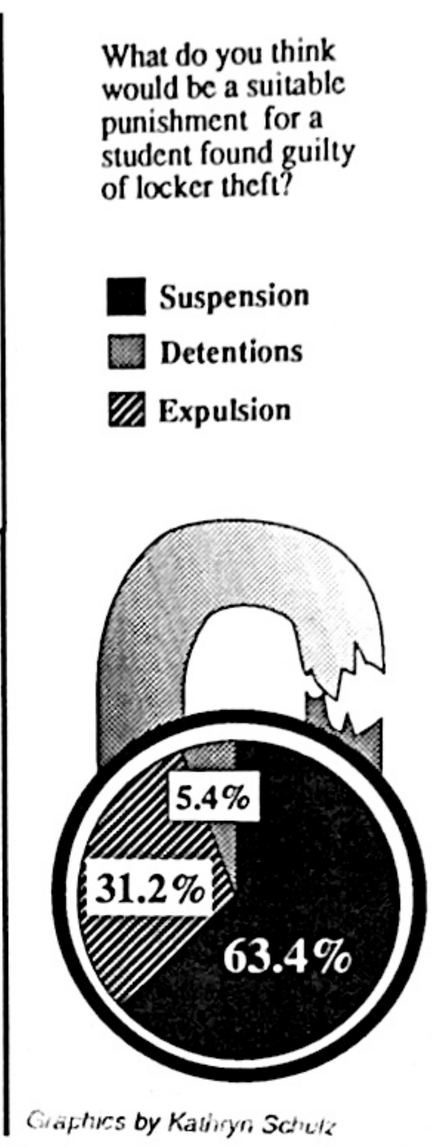
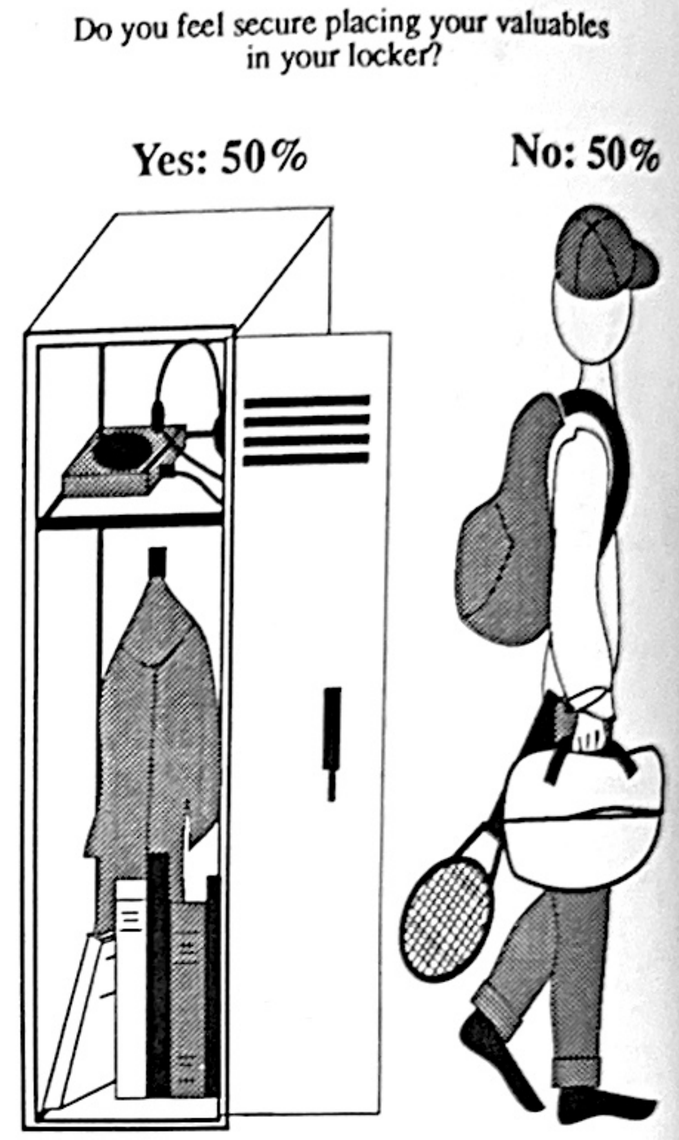
The wrong combination:

Lockers and valuables don't mix, students agree







Graphics by Kathryn Schulz

Student carelessness key to locker theft

BY KIM RATHBONE
Staff Reporter

A recent Shakerite survey shows that 79% of students know someone who has had an item stolen from their locker and 37% have had something stolen from their own locker.

Special locks are provided for students' lockers to safely house students' belongings, but locker thefts still occur.

Locker theft is encouraged by students' carelessness, unit principal Desadre Lawson said. Students will often neglect to lock their lockers, providing easy entrance into the locker, she said.

"Security and teachers have observed open lockers and unlocked locks," Lawson said. "It is wise that students make sure their lockers are closed and not leave [their possessions] unsupervised."

Unit Principal Isaac Smith agrees that theft is often due to students' irresponsibility.

"The biggest problem here is we have [students] who know their friends' combinations. There's a chance they might get careless." Smith said.

Smith also recognizes the possibility that some students break into lockers after memorizing lock combinations while they are being opened.

"I have to believe that everyone should be careful opening their lock. We have a trusting building here. I think that there are some people looking over shoulders," Smith said.

Junior Whitney Vail said that someone must have learned her lock combination when she found her CB jacket and wallet stolen from her locker.

Students' sense of security is also diminished by theft.

"It is unfortunate when [a student] infringes on the privacy of another student," Lawson said.

According to Smith, when students discover that an article is missing, they should go to their unit principal to report the item missing.

Immediately after junior Melissa Miller's locker was pried open and her leather jacket was stolen, she reported the theft to Smith. She was told to report back if she recognized someone else wearing her coat.

Although filing a report sometimes leads to the recovery of lost property, some students neglect to report lost property.

Junior Lou Masseu had his coat, book bag and wallet stolen from four different lockers. He said that filling out a report does not help.

"I never filled out a report because it's a waste of time. They never get what was stolen back," Masseu said.

According to Lawson, more items are brought in than stolen.

"We have many honest students who bring [lost items] directly to the office and respect the private property of other students," Lawson said.

The consequences a student must face if found guilty of theft is up to 10 days of suspension. If the theft is committed through forcible entry, the student may be expelled.

In addition to a school theft report, any student can file a police report, but the police generally do not get involved unless the student has evidence of a massive amount of stolen property, Mohney said. If evidence is obtained, the student will be given a criminal trial.

In order to decrease theft, off-duty policeman are employed by the school as an additional part of security, Mohney said.

> ***"I have to believe that everyone should be careful opening their locks. We have a trusting building here. I think that there are some people looking over shoulders."***
> ***– Isaac Smith***

Shaker is not the only school troubled by theft.

Senior Mara Bader of Cleveland Heights High School feels theft is a large problem at her school.

"All the ninth and tenth grade locker combinations were stolen from the office. Everyone had to get new locker combinations," Bader said.

Junior Cindy Langmack of Laurel School said theft is not much of a problem at Laurel.

"We have lockers, but we don't really use them. We leave our book bags out in the halls, and I've rarely heard of anything being stolen," Langmack said.

Shakerite takes top honor, students win at History Day

BRIEFS

The Shakerite took top honors April 10 at the 50th annual Northeastern Ohio Scholastic Press Association Press Day at Kent State University.

The student newspaper was one of four in the large school category to receive the "Golden Flash" award, the organization's highest commendation for excellence in content and design of a scholastic publication.

Several Shakerite staff members were also honored for outstanding work in several categories.

The Shakerite also received a "Silver Crown," the nation's second highest award from the Columbia Scholastic Press Association.

History Day successful

History Day, held April 13 at Cuyahoga Community College's Western Campus, welcomed Shaker students by awarding them top honors.

Projects focusing on the competition's theme of rights in history were entered in four categories.

First place was awarded to Jeff Michel, Evan Makela, Matthew Thornton, and Ilanit Gerblich in group dramatic presentation, Jennifer Rubens in individual presentation, Jennifer Friedman and Tara Smith in group media presentation and Ben Leis in historical term paper. Kathyrn Schulz was awarded third place in historical term paper.

All of these students will move onto the Ohio state competition, to be held on May 11 at the campus of Case Western Reserve University.

Renaissance man shares adventures

BY AHMAD ATWAN AND BLANE SIMS
Co-News Editor and Chief Copyreader

"George Plimpton."

"George who? Isn't he the guy who played the triangle for the New York Philharmonic?"

"But I thought he used to be the quarterback of the Detroit Lions."

"He took some excellent photographs for Playboy magazine!"

Believe it or not, George Plimpton has done all these things and more.

Plimpton, the speaker at the eighth annual Shaker Lecture Series, is a leading figure in the field of participatory journalism, in which a journalist must assume the identity of a member of the occupation which he is reporting about.

The graduate of Harvard and Cambridge began his career in this unique form of journalism with the desire of gaining a first-hand perspective on the emotions and experiences of professional athletes. In the late 1950s, after "begging" his Sports Illustrated editors to place him on a professional sports team, Plimpton was allowed to pitch in a post-season exhibition game at Yankee Stadium.

"I wanted to join a major league baseball team because I feel it isn't fair to criticize someone who strikes out in the bottom of the ninth inning until you yourself see how devastating a major league curve ball is," Plimpton said.

From that point, Plimpton went on to participate in everything from championship chess to acting in such movies as "Lawrence of Arabia," "Reds" and "Bonfire of the Vanities."

"My biggest movie role was in 'Reds.' I was discovered by Warren Beatty on the floor of Hugh Hefner's mansion. When Warren heard my voice, he said that I would be perfect for the role of 'Wiggins' in the movie he was directing," Plimpton said.

As a participatory journalist, Plimpton has tried to unveil the inner circles of sports to scores of readers by joining such teams as the Detroit Lions and Boston Bruins.

"My job was to uncover the 'Secret Societies' of professional sports teams. While fans can see the game from the stand, they don't hear what's going on in the huddle or what players are joking about on the bench," Plimpton said.

Plimpton's experiences with the Lions not only resulted in a series of articles, but allowed him to develop lifelong friendships with his team mates.

"Many of my former Detroit team members have become good friends. Alex Karras was an usher at my wedding, and Bill Curry, who used to coach at Alabama, is a good friend of mine," Plimpton said.

Besides participating in acting and professional sports, Plimpton has also played the triangle for the New York Philharmonic and taken photographs for Playboy.

"Playing in the orchestra was the most terrifying experience in my career," Plimpton said. "In sports, you can get away with making mistakes, but in music, you cannot."

Plimpton said that he did not have a specific career in mind while attending high school at Phillips Exeter Academy in New Hampshire, from which he was expelled three weeks before graduation because "the headmaster had a vendetta against me."

"I worked on the school paper in high school, but only thought vaguely about being a writer," Plimpton said.

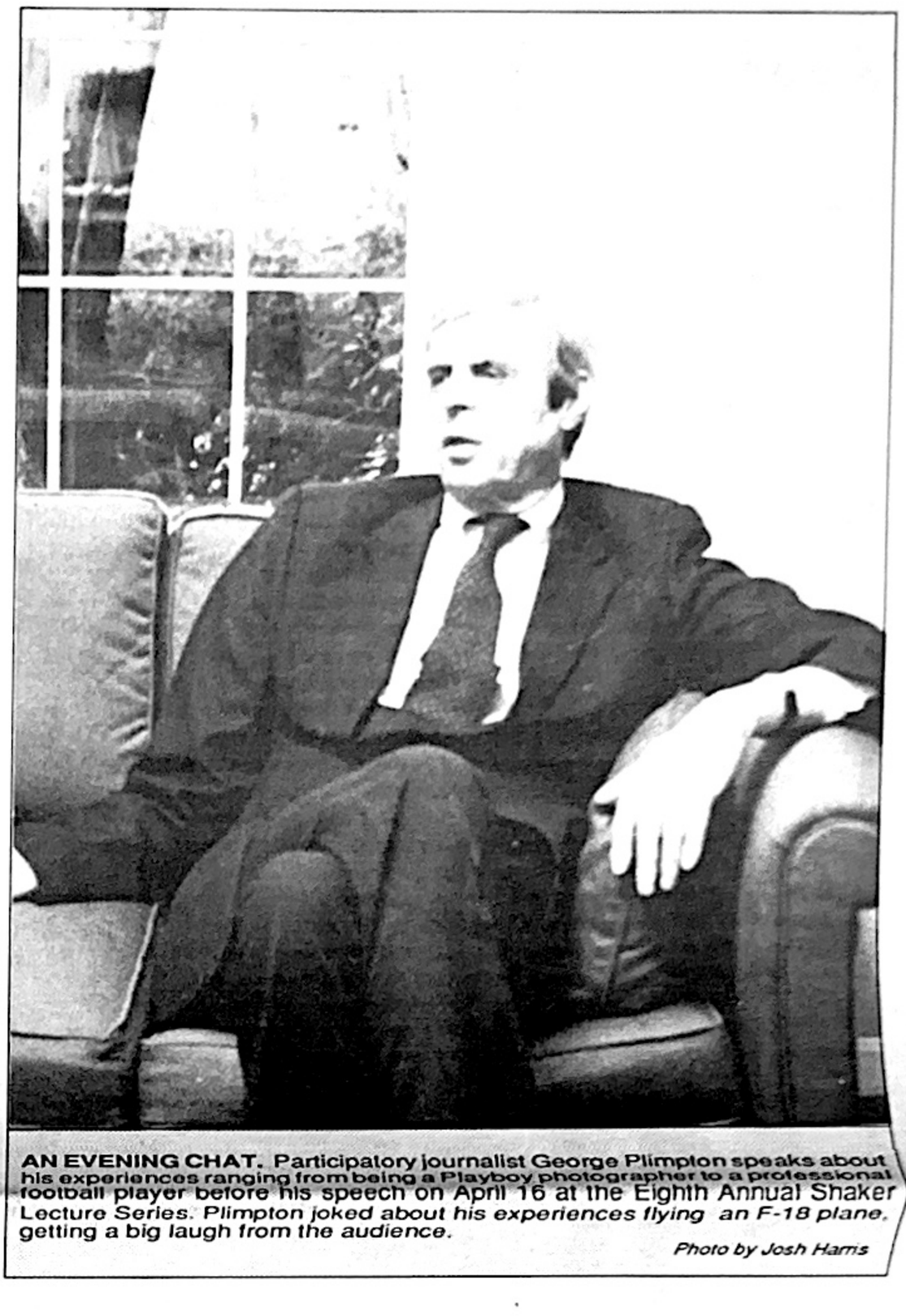
The 64-year-old Plimpton developed a true interest in writing and journalism at Harvard, where he had to compete with such famous writers as John Updike and Archibald MacLeish.

The turning point of his life occurred while he served in the United States Army, as he rose in rank from private second lieutenant.

"The Army taught me something about responsibility because I got a field commission and became an officer," said Plimpton. *"I had to run the lives of a lot of people."*

Although Plimpton admits he has done much more than the average person, the writer still has a few regrets.

"I wish I had been an astronaut, but the Challenger disaster snuffed that idea," Plimpton said.



AN EVENING CHAT. Participatory journalist George Plimpton speaks about his experiences ranging from being a Playboy photographer to a professional football player before his speech on April 16 at the Eighth Annual Shaker Lecture Series. *Plimpton joked about his experiences flying an F-18 plane, getting a big laugh from the audience.*

Photo by Josh Harris

Student council, senior parents' hopes ride high...

After-prom to feature reggae band, simulated gambling

BY JAMIL SMITH
Staff Reporter

The Student Council and senior parents' sponsored after-prom party will be held June 1 at the Jewish Community Center on South Woodland Road, folowing the senior prom, according to Student Council President Bryce Dakin.

The senior prom is to be held at the Natural History Museum from 9:00 p.m. to 1:00 a.m., and the after-prom will begin immediately afterwards and continue until 5:00 a.m..

"I am personally very excited about the prom and after-prom plans," Dakin said.

The prom itself will have its music supplied by Doc Reno, a disc jockey from WJMO 92.3 FM. There will also be catered finger foods, including 12 dishes such as Swedish meatballs, shrimp cocktail and fruit salad.

Although the number of students planning to attend is unpredictable, senior parent Ellen VanArsdale is hopeful.

"Feedback so far has ben very positive. We aren't expecting 100 percent attendance, but if we even get 50 percent that would be very much a success," Ellen VanArsdale said

According to Dakin, the after-prom promises be just as good, if not better, than the prom.

The Champion Bubblers, a reggae band in the Flats, will perform, while the disc jockey will operate in a separate room.

A "Monte Carlo" night has also been planned for the evening. According to Dakin, gambling with "play" money will be used, with the possibility of winning prizes such as a used car and televisions.

"Personally I think [after prom] might be more fun than prom because people will be more relaxed after changing out of their formal wear. Also, it should provide a superior alternative to the often "forgettable" hotel party," Dakin said

Senior Chris Edkins shares Dakin's optimistic view.

"I think it's an excellent idea. The idea of a reggae band is really cool. It's a place to go in between parties where you won't get in trouble," Edkins said.

Senior Matt Eppich disagrees.

I'd rather drive around in a limo all night," Matt Eppich said. "I'll probably go to a hotel."

Although the rest of student council shares Dakin's optimism, the location of prom met some opposition by the senior members of Student Council last year.

"I, along with my fellow council members, have planned and originated the prom activities," Dakin said. "The exception to this has been the location, which has been planned since the beginning of our junior year by the former senior adviser who did not consult with us at all about the change from the Crawford Auto Museum."

The effort put into organizing the prom activities was not entirely student-oriented. Several adults participated in the planning.

"We're trying as much as possible to operate this on a combined student-adult basis. We have a steering committee of both parents and students that meets regularly," VanArsdale said.

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Efforts misguided in ban on card playing

It is currently believed that playing cards first originated in Hindustan around A.D. 800. Over the subsequent 1,200 years, cards have spread the world over and been adopted by many diverse cultures and peoples. It is believed they arrived in Europe in 1279 and made their debut in Shaker Heights at some later date. However, the high school administration, in an attempt to prevent gambling and any disruptions in the educational process, has recently tried to impede the historical and natural proliferation of playing cards by placing a ban on all such cards. This ban appears not only highly unpopular, but utterly misdirected.

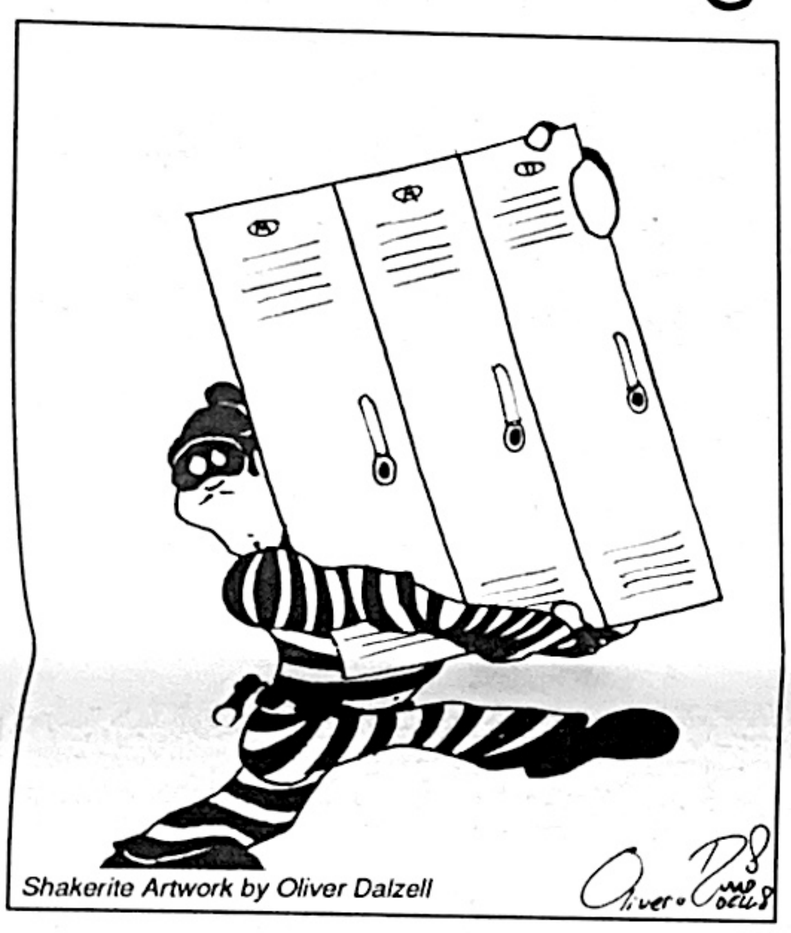
Clearly the administration should not and cannot be seen as condoning gambling. Yet the mere presence of playing cards does not necessarily signify that gambling is taking place. It is indeed possible for one to play many types of card games without betting. By mastering a particular card game one might in fact be learning some valuable lessons of life. For this reason the administration should not attack cards, but redouble its efforts to enforce the school's anti-gambling policy and redirect all those signs and announcements currently reminding students of the ban on cards against some noneducational and pure form of gambling - lotteries, for instance. (Ooops! We forgot, this money goes to the schools so it can't be gambling, now can it?)

RITE IDEA

The disruption of the educational process is a rightful concern to all teachers, administrators and students. Playing cards can prove a distraction to those involved and be considered disruptive. A ban on card playing during classes would be both justifiable and appropriate. However, cards should be allowed during a student's own time, including lunch and free periods, as long as no gambling occurs.

The students of Shaker Heights High School, if they are to be truly equipped to deal with the world, should be provided with an opportunity to learn the constructive uses of objects found around the globe, such as playing cards. The administration could aid in this endeavor by allowing students to use playing cards on their own time and working hard to counter the negative influences of gambling which tarnish our society and the historic 52 (54) pieces of paper that make up its history.

Attitude change needed towards locker theft



Shakerite Artwork by Oliver Dalzell

BY SARAH STEWART
Co-News Editor

During the first few days of school, it is common to see an unfortunate freshman struggling with his newly assigned lock. Admittedly, it can be hard to achieve that magic "click," signaling an open lock, but once it is mastered, he is only left to wonder if others can get into his locker as easily as he hopes to. He stands a chance of being the next victim of locker theft.

In a school which is renowned for its consistent excellence, the amount of theft is an inconsistency. It is disheartening to realize that the coats and walkmans taken for granted as safe in a secured locker may be found missing the next time it is opened.

It must be understood by all that locker theft, although it may be perceived as a minor offense, is wrong. Unless it is officially recognized as a crime with serious consequences, those who take part in locker thefts will take it for granted that they can get away with delinquency.

Trust thy neighbor, but not thy locker mate is often an appropriate sentiment, but is there anything that can be done to change this?

When an item is found stolen, a common response is "they'll never find it so that's that."

Although this may often be an accurate response, this nonchalant attitude can only increase the amount of locker thefts. If a student does not bother to file a stolen item report, he or she is not even attempting to combat the problem. The chances of the item being found are next to nothing, and the thief is more likely to strike again.

Privacy is a right held by all, therefore students may not recognize the need to go out of their way to protect it. Theft is a violation, but until the administration and students refuse to accept it as a fact of life at Shaker, it will continue.

The administration sites students' carelessness as a common cause of "easy" locker break-ins. Often locks are accidentally left open or the locker is not correctly shut, providing easy access to an otherwise stubborn locker. Decreasing the temptation by securing the lock as much as possible may have prevented the theft.

Prevention is only a partial solution to the whole problem. It is difficult to address a single grievance to a school population of 1,452 students, but is the school itself doing all it can?

Obviously it is difficult to track down an item once it is out of the hands of its rightful owner, and the school cannot be expected to be held responsible for every possession lost, stolen or damaged. While it unrealistic to expect a complete elimination of theft, a decline is possible.

If the risk of locker theft remains an accepted fact, and "it's bound to happen to me," an accepted remark, no improvements will be made.

Instead of wasting paper on signs prohibiting card playing, why not remind students that theft is not only a violation of school rules, but it is a violation of the law.

Shakerite

The Shakerite is a public forum, published nine times yearly, for and by the students of Shaker Heights High School.

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CHEERS AND JEERS

CHEERS- to Evander Holyfield for putting the old man back in his rocker.

JEERS- to rainy Cleveland weekends.

CHEERS- to the cafeteria for the addition of Captain Tony's pizza.

JEERS- to all the teachers who think it is their right to fail seniors.

CHEERS- to the great new recycle sign in the Social Room.

JEERS- to the fact that there are no long weekends from Spring Break until Memorial Day. We need a vacation!

CHEERS- to being a second semester senior.

JEERS- to being a second semester junior.

CHEERS- to the Choir and Band who received superior ratings at districts and will now be going to states.

JEERS- to the fire drill during the Blood mobile.

CHEERS- to the ninth period fire drills, but there still aren't enough.

Reality needed in Bush's educational plan

PERSPECTIVE

BY DEBRA MAYERS
Opinion Editor

President Bush recently unveiled his plan for reconstructing the public schools in the United States. He called for "a true renaissance in American education", yet his proposed ideas seem to give little or no help.

Instead, the plan calls for an infusion of money from the Federal government to local school districts with the emphasis on local control, model schools, teacher's pay raises and uniform testing.

Bush hopes that by the end of the century students will meet competency requirements, attend drug-free schools, have a high school graduation rate of 90 percent and will overcome illiteracy. While his goals are certainly honorable, the reality is that probably none of his expectations will occur.

If Bush really wants to solve the educational problems of America, he must start to take a realistic outlook to this country's problems. By expressing his goals as he did he is only setting the U.S. and its students up for failure.

It is imperative to start at the core of the problem. The decline in the educational system of America did not spontaneously occur. It corresponds with a general decline in the structure of society. Thus, Bush's proposals are destined for failure until the broader problems of drug abuse, child abuse, divorce, unemployment and illiteracy are also properly addressed.

In order to assure that teachers are qualified, I suggest implementing some type of program that requires all teachers to achieve a certain level of competency by the time they are granted a contract with a school. To insure the continued competencey of our teachers, a periodic evaluation should be given.

If we are to demand a higher level of competency we must pay our teachers more in order to insure that they will remain in the profession. The best teachers in the world wouldn't want to teach if all they had to depend on for reward were a few peanuts a month.

> *"It is imperative to start at the core of the problem. The decline in the educational system of America did not spontaneously occur."*

Secondly, the attitude of society towards schooling and education in general must be changed. The old saying, "actions speak louder than words" applies here. If we continue to allocate billions upon billions of dollars towards military supplies yearly and only give $820 million to public schools, what kind of message are we sending? It is important to prove to students that their education means more than a few stealth bombers.

Education is not complete unless the values taught at school are reinforced in the home. Parental involvement is essential to a successful educational experience. Without parental involvement, the desire to learn and achieve may be lost.

Any home in which child abuse, drugs and other social ills are found does not provide this atmosphere. Therefore, in order to combat educational problems, Bush must combat the many other problems that exist socially. Unfortunately, this problem by itself may doom this plan to failure since certainly these ills will not be eliminated by the turn of the century.

If this seems like a lot to accomplish, it is. We will probably never see the day when all of society is angelically good, but that does not mean that we can not try to achieve it.

Bush is chewing much more than he can swallow, and he's realizing that he's going to choke, if he hasn't already. In some ways this is probably just part of his campaign for reelection in 1992. The American people are gravely concerned about education, playing on that attachment is wrong, unless some degree of success is made.

The sad part is that I believe he agrees with me when I say that his goals are more dreams than reality, because he has left most of the detailed planning, the actual dirty work, to the state and local governments. These governments are barely coping with their current responsibilities, can they be expected to make progress in an added education project?

Obviously, the forces working against this plan far outweigh those working for it. Although this is a disheartening fact, it must be faced and eventually overcome so that education does not become an extinct species.

LETTERS TO THE EDITOR

Opinions on SOA problem expressed

To the Editor,

Ruben Henderson, Dr. Reginald Blue and I are diligently working to gain sanction for the Sons of Africa. To date, there has been no attempt by the school administration or the faculty to deny this organization a school charter. All school organizations represent not only this high school but also the Shaker Heights City School District. For that reason, it is imperative that their tenets, by-laws and philosophy be congruent with those of the school district. We respect the goals of the Sons of Africa to foster and perpetuate pride in the achievements and rich cultural heritage of African-Americans. Therefore, we are hopeful that all parties involved can reach a consensus that is mutually satisfactory.

Helen Byrdsong, English teacher

Policy on personal problems criticized

To the Editor,

I was very disappointed after reading the March 14 issue of the Shakerite, which discussed specific problems of two individuals at this school. One of the problems was life-threatening while the other not quite as serious, but embarrassing just the same. However, both were personal problems and I think it was quite wrong to only conceal one of their names. Perhaps the person whose name was used did not mind being known, but the point is both were reported in an interview-like fashion and only one name was revealed.

Since the two articles were consecutive it looked as if the Shakerite was trying to emphasize one story over the other, or as if one person's problem was more serious than the other person. This is very inconsiderate and it irks me to know how little you care about people's feelings.

Martha Cytrann, senior

Accusations of racism unfair, misdirected

To the Editor,

This letter is in response to two letters from the March 14 issue of the Shakerite about Sons of Africa and Black History Month. In Mike Simmons' letter about SOA, he expressed the opinion that racism against African-American was the reason that the club will not be school sponsored. Honestly, I feel sorry for people who must resort to their race or religion as the reason why they have been denied a particular opportunity. Racism is a terrible thing. But using racism as an excuse or a weapon against someone is also terrible.

The problem with the Sons of Africa organization is not that it is a black organization. Its goals of promoting unity and respect are certainly honorable. The problem is that it is an exclusive organization. An exclusively white organization would not be school sponsored either. Our school is diverse and therefore all clubs must be open to a diverse group. Perhaps those involved in SOA should redefine its goals in order to open it up to a heterogeneous group of people.

With regard to Black History Month, I agree that the contributions and achievements of Black Americans are many and deserve recognition as do those of Hispanic, Asian and other Americans. In his letter, Larry Bradell pointed out that "blacks are given the shortest, coldest month of the year" insinuating that February was purposely chosen to promote the view that black contributions are unimportant. What a ridiculous argument!

Shaker definitely has problems, some of which are related to race, but in order to confront them, we should use rational and well thought out arguments.

Alisa Warshay, senior

Banning overdone, violates rights

To the Editor,

What country do we live in? It seems that everything here at Shaker is being banned. The most recent atrocity which was booted was the harmless game, card playing. For the past two years the banning habit has gotten out of hand, I can understand why radios are restricted, they interfere with the learning environment. But hats and cards, why?

If cards are played only during lunch, in the egress and Social Room, what is the problem? If kids are found playing cards during first period, or where they are not supposed to, then discipline them, not those who are innocent. Hats worn during lunch and in between classes should not be a problem. Maybe the administration should concern themselves with the more important problems, like not enough Captain Tony's Pizza and the awful acoustics in the bathrooms.

Ian Mirmelstein, sophomore

Breaking up is hard to do

COMMENTARY

BY DAN RATNER

Staff Reporter

Maybe we should just be friends...

Now, *there* is a common phrase among teenagers. This is the classic way to break up with someone in a "nice" way. But the phrase is one that is dreaded by all, despite its nice intentions.

Breaking up with a boyfriend or girlfriend can certainly ruin one's day.

Take music for instance. Picture the scene. Your relationship has just ended, and you hang up the phone (the usual form of communication when couples break up). Just as you hang up, "True Blue" (by Madonna) comes on the radio. ***Just the song you wanted to hear when entering "the Great Depression."***

If you listen to the radio for an hour after you've just broken up with someone, chances are that 14 out of 15 songs will sound like your life story. One will make you depressed, while another will make you angry and vengeful. All of these normal, everyday songs turn one into a manic depressive.

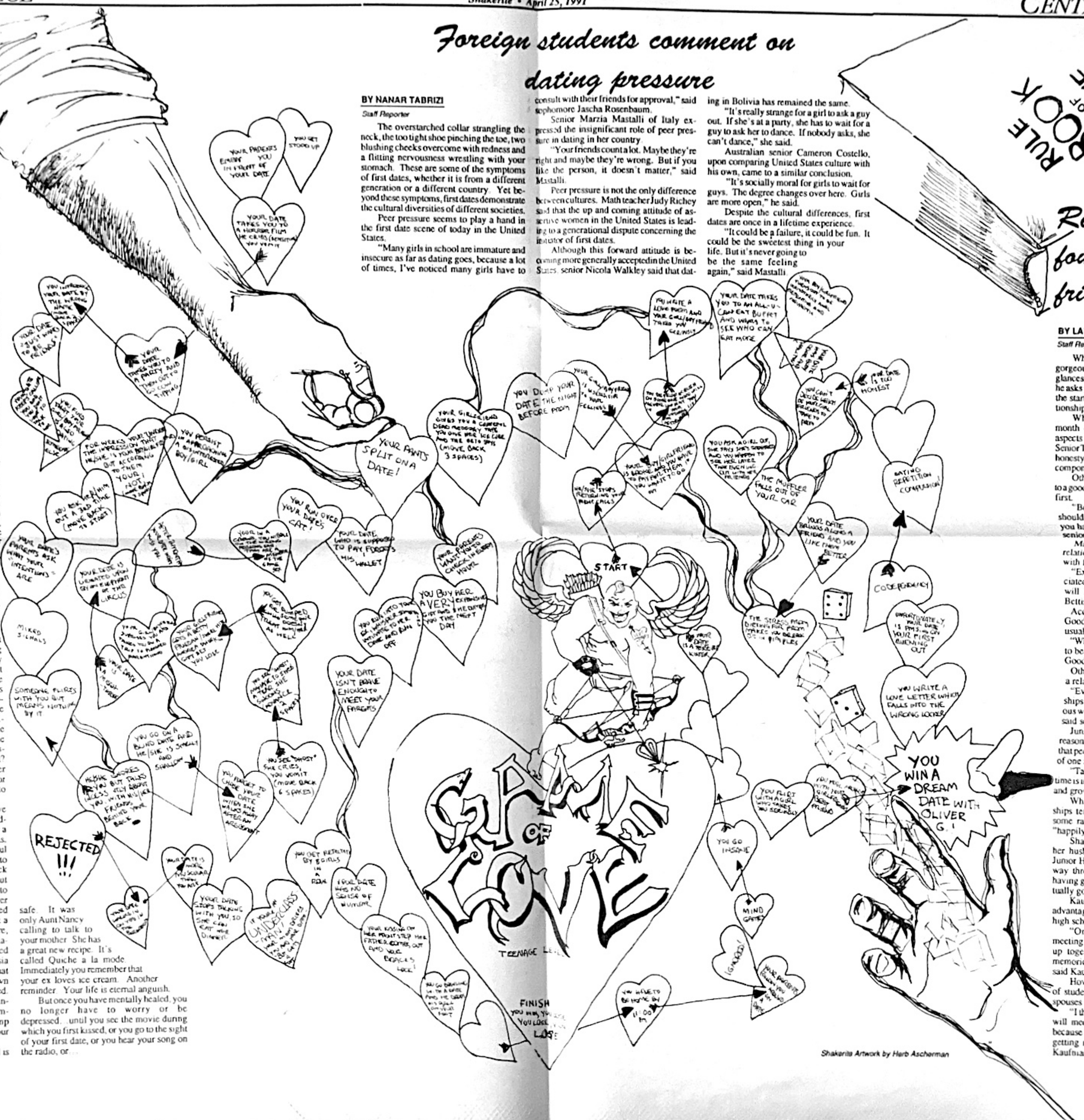
But it isn't just music. And it doesn't last just an hour. Imagine you are sitting in a movie theater watching "When Harry Met Sally" for the first time. Wouldn't it figure that your ex-boyfriend's name is Harry? (Or his name is Sally, if his parents were cruel.) That would probably annoy you. Or maybe you are watching "Say Anything," and your ex-boyfriends car is practically a twin of the car in the movie. Sure, that car is a blue Malibu and your ex's car is a red Mustang. They both start with "m," right? And besides, they both have the number three in the license plate. Rational or not, these things can throw you right into depression.

Now that music and movies have been covered, television must be considered. The worst shows to watch after a break-up are, of course, soap operas. When Kate is involved in a successful marriage with Gary, it can really get to you, enough to make you want to kick the screen of that idiot box right in, but don't do that because it costs a lot just to relieve that little frustration. But never despair, because you can rest assured that Kate and Gary will have at least a dozen problems, and probably more, which will lead to the end of their relationship. After all, Kate could get raped or kidnapped or Gary could get amnesia or, there is always the possibility that someone could die which is better known in the television industry as getting fired.

And after every facet of entertainment has destroyed your mental composure, the phone will ring. You'll jump up to get a call that you expect to be your boy/girlfriend's apology.

But don't worry, your bad mood is safe. It was only Aunt Nancy calling to talk to your mother. She has a great new recipe. It's called Quiche a la mode. Immediately you remember that your ex loves ice cream. Another reminder. Your life is eternal anguish.

But once you have mentally healed, you no longer have to worry or be depressed...until you see the movie during which you first kissed, or you go to the sight of your first date, or you hear your song on the radio, or...


START
GRADE OF LOVE
TEENAGE LEVEL
FINISH
YOUR PARENTS SPLIT ON A DATE!
YOU DROP YOUR DATE THE FRIDAY BEFORE PROM
YOU WRITE A LOVE POEM AND YOUR GIRL/BOYFRIEND THROWS YOU OUT
YOUR DATE TAKES YOU TO AN ALL-U-CAN EAT BUFFET AND WAGES TO SEE WHO CAN EAT MORE
YOU WIN A DREAM DATE WITH OLIVER G.!
REJECTED !!!
YOU GO INSANE
MIND GAMES
YOU HAVE TO BE HOME BY 11:00 PM
YOU WRITE A LOVE LETTER WHICH FALLS INTO THE WRONG LOCKER
THE MUFFLER FALLS OUT OF YOUR CAR
YOUR DATE BRINGS ALONG A FRIEND AND YOU LIKE THEM BETTER
YOU GET STOOD UP
YOUR DATE TAKES YOU TO A HORROR FILM HE CRIES (SENSING YOU VOMIT)
YOU GO ON A BLIND DATE AND HE/SHE IS SPEEDY AND SHALLOW
YOU RUN OVER YOUR DATE'S CAT!
YOUR DATE WHO IS SUPPOSED TO PAY, FORGETS HIS WALLET
YOU BUY HER A VERY EXPENSIVE GIFT AND IT'S THE WRONG GIFT
YOUR DATE ISN'T BRAVE ENOUGH TO MEET YOUR PARENTS
YOU GET REJECTED BY 8 GIRLS IN A ROW
YOUR DATE HAS NO SENSE OF HUMOR
YOU SEE "GHOST" SHE CRIES, YOU VOMIT (MOVE BACK 6 SPACES)
YOU FORGET TO CHECK YOUR DATE WITH THE WALKS AWAY WITH AN ARGUMENT
YOU GET STOOD UP (MOVE BACK 3 SPACES)
YOUR GIRLFRIEND GIVES YOU A CARNIVAL DEAD MEDDOR. YOU GIVE HER ICE CREAM AND THE BEAD SPIN (MOVE BACK 3 SPACES)
YOU ASK HER/HIM OUT A 3RD TIME (MOVE BACK TO START)
YOU PERSIST AS AN OBNOXIOUS BOY/GIRL
FOR WEEKS YOU UNDER THE IMPRESSION THAT SHE/HE IS YOUR BOYFRIEND/GIRLFRIEND BUT ACCORDING TO THEM YOU'RE NOT
YOUR DATE TAKES YOU TO A PARTY AND THEN GOT TO ICE COW TIPPING
YOU ASK HER/HIM OUT A 2ND TIME
YOU INTRODUCE YOUR DATE BY THE WRONG NAME (MOVE BACK 2 SPACES)
YOUR DATE JUST WANTS TO BE FRIENDS
YOUR PARENTS EMBARRASS YOU IN FRONT OF YOUR DATE
YOUR PARENTS ASK WHAT YOUR "INTENTIONS" ARE
MIXED SIGNALS
SOMEONE FLIRTS WITH YOU BUT MEANS NOTHING BY IT
MAYBE WE SHOULD JUST BE FRIENDS
YOU'RE DATE IS UNWANTED VISITOR AT THE CIRCUS
YOU GET SICK AND THROW UP ON YOUR DATE
YOU GET SICK AND THROW UP ON YOUR DATE
YOU GET SICK AND THROW UP ON YOUR DATE

AN EVENING AT FOX

Realistic and powerful, 'Yearbook' hits close to home

BY NANOR TABRIZI
Staff Reporter

While most of us are trying to escape the pressures of high school, Fox's TV series, "Yearbook" is serving up a scoop of real high school action.

"Yearbook" portrays the real life stories of students attending Glenbard West High School in the Chicago suburb of Glen Ellyn, Ill. This typical American school represents a cross-section of students from various backgrounds. Each half-hour episode deals with a wide spectrum of issues, ranging from a boy having two dates for a dance and a Homecoming court competition to issues such as teenage pregnancies and coping with a parent's fatal disease.

What sets "Yearbook" apart from other similar programs is the essence of reality that it conveys. During the course of the program, the viewer follows more than one story, focusing on more than one teenager. The fact that the show deals with a wide array of kids, from the most popular to the least, lends the series a great deal of credibility. The plots and characters then become easier with which to identify.

The reality of the show is increased even further by the portrayal of home life as well as school life. The viewer has the opportunity to not only see the teachers of a certain teenager, but his parents as well. This sort of portrayal makes the characters seem more realistic.

> ***"What sets 'Yearbook' apart from other similar programs is the essence of reality that it conveys."***

The difficult topics that the program deals with often lead the viewer through an emotional roller coaster. There is something truly touching in watching a mother and daughter cry over a father who is recovering from a stroke, as seen in "Yearbook." Such powerful scenes leave the viewer with a feeling of compassion and understanding not found in similar shows dealing with teenage issues.

"Yearbook" is geared to attract a mostly teenage audience. The portrayal of parents and relatives of teenagers during scenes at home, however, provides appeal to an older generation as well.

Switching storylines is advantageous since it keeps the viewer's interest alive. If the viewer does not enjoy an episode, he is still able to tune in on another episode, hoping the new topic is more to his liking. On the other hand, switching storylines also prevents the characters from being fully developed. The viewer is not given enough time to get to know and like a character in only one episode.

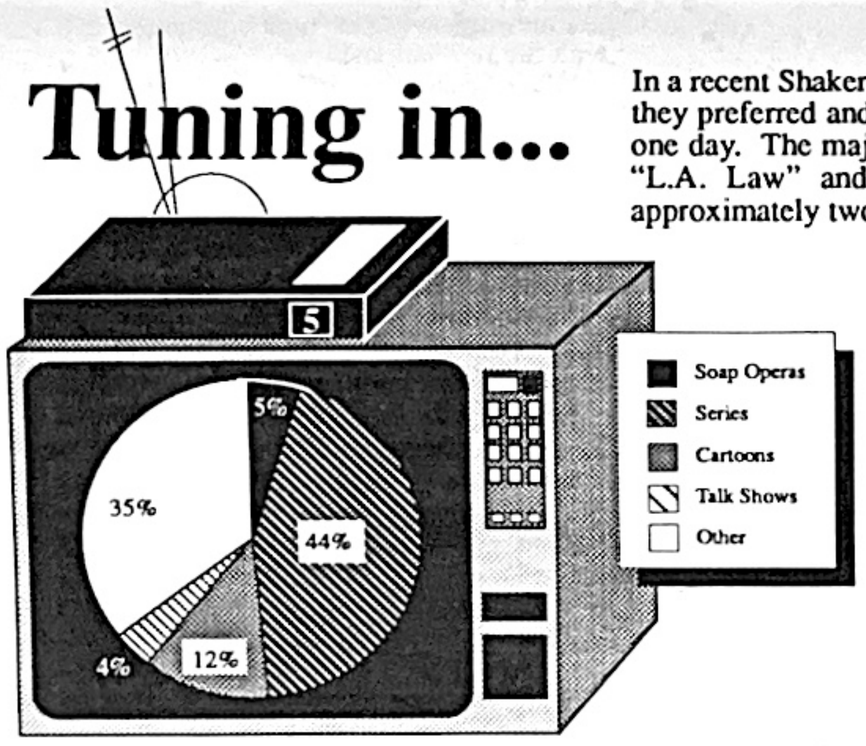
Most people watch TV to escape from their daily problems. "Yearbook" does not provide such luxury. Its real life episodes present problems that are far from being solved by the end of the show. "Yearbook" is too much like real life to present carefree entertainment.

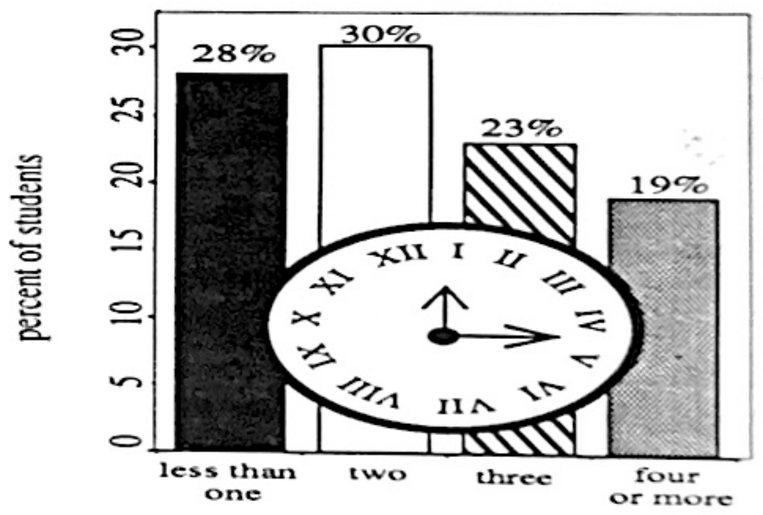
The realistic episodes may benefit teenage viewers. Many of the problems presented are problems millions of teenagers are trying to cope with everyday. Watching how other kids handle these problems may help the viewers to better deal with their own.

The reality and compassion felt for the characters are overwhelming in "Yearbook." Yet the little character development and difficult topics hit too close to home to attract viewers.

Tuning in...

In a recent Shakerite survey, students were asked what type of programming they preferred and how many hours of television they generally watched in one day. The majority of the 60 students surveyed preferred series such as "L.A. Law" and "Dallas" to other types of programs, and watched approximately two hours of television per day.





Graphics by Kathryn Schulz

'Beverly Hills 90210' stereotypes teenagers

BY LESLY BLANTON
Staff Reporter

Palm trees, girls in bikinis and streets clogged with elite stores such as Gucci and Cartier pass before your eyes. You are probably thinking it is a California tourism commercial, but actually it is Fox's show, "Beverly Hills 90210."

The show travels through the aspects of teenage survival in high school. "Beverly Hills 90210" discusses serious issues such as teen motherhood as well as the lighter, more humorous side of a teenager's life.

Set in the midst of Beverly Hills, California, the show plays into adolescent fantasies by portraying glamorous lifestyles of teens in Beverly Hills. Airplane banners fly overhead inviting everyone to attend pool parties in the city's luxurious mansions. The teenagers in the show own the hottest new cars, study at their poolside and wear the latest fashions.

The plot revolves around the twin brother and sister Brandon and Brenda Walsh, whose family has just moved to Beverly Hills. Brenda and Brandon are portrayed as "all-American" teenagers. With their good looks, intelligence and popularity, they seem to be perfect.

To counterbalance the twins Samaritan personalities, the show has two rebel characters, Kelly and Dyllon. Kelly is an overly sophisticated blond who owns fake IDs and claims to have all "the experience" with men that Brenda lacks. Dyllon would have made James Dean jealous of his confident, husky personality with a "who gives a damn" air about him.

Brenda Walsh, played by Shannon Doughterty, gives a solid performance as a 16-year-old. Her portrayal of a high school junior is so realistic that it is almost as if the viewer were listening to a sibling.

Jason Priestly plays Brandon Walsh with sensitivity that is not too wishy-washy. Preistly dares to be different in a television world that shuns real emotions.

The show stereotypes teenagers by categorizing them into the typical geeks, jocks, rebels and goody-two-shoes. "Beverly Hills 90210" fails to portray people with more than one personality. The characters are either smart or athletic, popular or loners.

It seems that most adults do not enjoy watching the series because of Brenda and Brandon's parents. They are often foolish, naive, and disgust the older generations. The parents have easily adjusted to the typical Beverly Hills lifestyle by overlooking their children's wrongdoings. They often look at serious problems as merely a teenager going through a stage of life.

The storyline presents topics that most television shows do not discuss. In one episode Brenda thinks she has breast cancer. Most television shows do not reveal teenage girls can have such illnesses. In this episode, Brenda's performance is outstanding. She forces the audience to realize that teens can be diagnosed with this serious illness.

Along with serious topics, "Beverly Hills 90210" also shows the wilder side of being a teenager. California is famous for its blonds, and when Brenda decides to color her hair at home, the results are disastrous.

By combining serious topics with light hearted ones, "Beverly Hills 90210" successfully provides a show that appeals to teenage concerns.

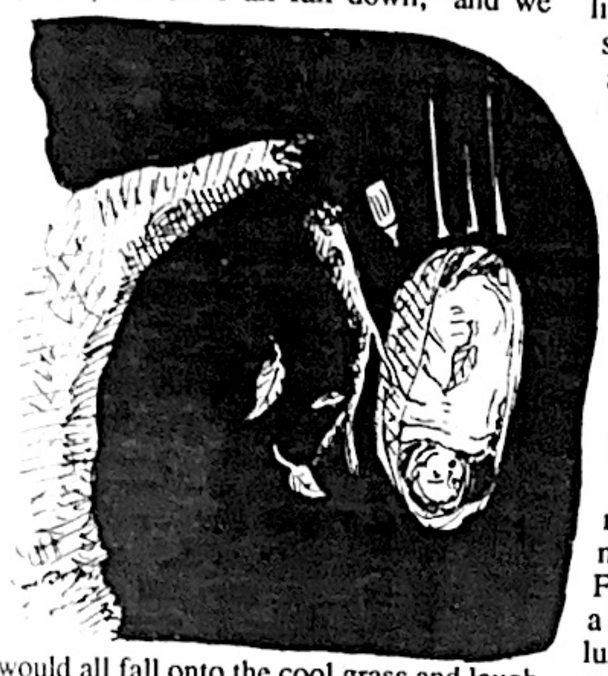
'Ring around the rosie' and other tales of terror

Childhood nursery rhyme meanings not always sugar and spice

COMMENTARY

BY SHERI SPITZ
Centerpiece Editor

I still remember now the way I used to love the part where everyone screamed, "Ashes, ashes we all fall down," and we



would all fall onto the cool grass and laugh before getting up to play "Ring Around the Rosie" again. And I remember my despair at having been caught, trapped between two people's locked arms as the sang, "take the key and lock her up, my fair lady," as we played London Vridge.

These games remind me of my day camp days, when I took swimming lessons and played trashcan kickball and ate lunch under the big tree. They have always conured up happy memories for me. But recently, I learned the origin and meaning of these rhymes, and it made me think about other nursery rhymes and childhood sayings. I never realized how violent they could be.

For example, the seemingly innocent "Ring Around the Rosie" was written by children in 14th century Europe about the Black Plague. The "pocket full of posies" line derives from the belief that swqeet smelling flowers would ward off the plague, and the "ashes, ashes we all fall down" line tells of the children watching people die in the street.

"London Bridge" has a similar background. In earlier times, people were afraid that bridges would collapse beneath them. In order to prevent this, they would sacrifice a child and throw it into the bridge. They believed that the sacrificed child would keep themsafe. This is where the line, "take the key and lock her up" came from.

Other rhymes are much more violent and much more upfront about it. For example, let's take a look at that soothing lullabye parents sing as their children fall asleep. "Rock a bye baby, in the treetop. When the wind blows, the cradle will rock. When the bough breaks, the cradle will fall, and down will come baby, cradle and all." Come on! Who in their right mind would take a baby and put it in a cradle in a tree? It's ridiculous. And this is supposed to sooth children? No wonder children's nights are so fraught with terror and filled with monsters hiding in closets and under bed. It's like reading Stephen King before going to bed.

Shel Silverstein once wrote a reponse to that nursery rhyme. It goes like this: "Rockabye baby, in the treetop/ Don't you know a treetop/ is no safe place to rock? And who put you up there, and your cradle too? Baby, I think someone down here's/ Got it in for you." I think that pretty well sums that rhyme up.

Then there are the lovable nursery rhymes of Mother Goose. We've got two kids who go up a hill, fall and crack their heads open; we've got an old woman who lives in a shoe and has so many children she doesn't know what to do. We have a man who couldn't keep his wife and so he put her in a pumpkin shell, whatever that is, and we've got an egg that falls off a wall and sustains irreperable damage.

I also vaguely remember walking home from school, and shouting, "step on a crack, break your mother's back, step on a line, break your mother's spine." Great! A rhyme which centers on paralyzing my mother.

Upon thinking furthur, I realized that cruelty is extended not just to humans, but to animals as well. For example, Mother Hubbard's dog who couldn't even have a bone because his master was so poor. There is also the unfortunate tale, no pun intended, of the three blind mice, whoc were already unfortunate enough to have no sight, who have their tales cut off by and irate butcher's wife.

When I was younger and I would skip home from school, I would sing these nursery rhymes, not really listening to what they said. Now that I am older, when I hear these rhymes, I wonder how, as a child, I could have sung them without being scared. Some adults complain that violence from television and the movies influence children, but they should take a look at those nursery rhymes that their children are muttering under their breath, and then decide for themselves which cause more harm. After all, as a child I was constantly reminded that television is from, as Mr. Rogers, another childhood favorite of mine, would say, the land of make believe. No one ever told me that nursery rhymes weren't real.

Artwork by I-Hue Go

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Sticks and stones may break my bones. . .

BY SUSAN CONNELLY
Feature Editor

"It's hard for me to tell people what my problem is 'cause it sounds like nothing. I don't know how to explain to people how something that sounds so silly can really hurt me. But it can. I guess you can't really get it until you live with it every day. Then you know that words can be like punches. It can really hurt," eighteen-year-old Michelle said.

Michelle is a victim of what is refered to as verbal abuse. Now in both family and individual therapy, Michelle said that her mother admitted to saying things to her daughter with the intent to hurt her. According to Michelle, her mother succeeded.

"I know my mother didn't want to ruin my life or anything. It was just that she took her feelings out on me," Michelle said. "At first people think that she just wasn't nice at times, but it wasn't that simple. She would find a way and then she would break me apart."

According to Michelle, she first remembers the probems starting when her father abandoned them when she was 12.

"The day my father left she burst into my room and told me that Daddy left me because he hated me," Michelle said.

Her mother continued to blame her for her father leaving for years, Michelle said. If she did not make her bed in the morning, Michelle said her mother would say her father left because she was sloppy. Her mother also said that she would have gone with her father, but she had to stay home and take care of Michelle. It was her fault that her mother was alone.

That was just the beginning according to Michelle. When Michelle became a teenager she was self-conscious like many teenagers. Her mother, Michelle said, took advantage of this to hurt her.

"I would be getting ready for school and she would come in and laugh at how stupid I looked. On the weekends she wouldn't let me go out with my friends because she said that they were only inviting me because they felt sorry for me and that she wouldn't let me be subjected to pity," Michelle said. "She even told me once that someone who had asked me out did so only because his mother owed her a favor. It wasn't just that I was an insecure teenager. She really seemed to enjoy it, you know."

To protect the anonymity of the subject in the folloowing article, she will be referred to as Michelle.

By the time she was 17 Michelle was convinced that she was fat, ugly, stupid and lazy. She was five-foot-five and weighed only 100 pounds because, she said, she was convinced she was fat. It was at this point that Michelle said things reached their worst.

"I couldn't deal with the guit of my father leaving because of me, you know?" Michelle said. "There was just too much guilt. I hated myself. I began wanting to hurt myself to punish me. I thought I didn't deserve to live anymore if I was such a bad person."

Michelle did not try to hurt herself. She continued on, never arguing back, but living a miserable life, she said. She did not have enough self confidence to do anythting differently, Michelle said. But things finally changed for Michelle this fall on the big night of the homecoming dance.

"I had spent all day getting ready for the dance. For the first time, I had a date. It felt like the happiest day in my life. When I was about to leave with my date my mother came in. She said that I looked thin for someone who was so fat," Michelle said. "She then told me and my date that it wasn't good for me to go to a dance because it would get my hopes up. She said that I would never get married because I was ugly and unlovable. She told me to go back to my room because I didn't deserve to go out."

Michelle did not go back to her room, but instead went to the dance. At the dance, her school psychologist came to her and asked her about what had happened. Although Michelle refused to tell the psychologist then, the psychologist gave her the phone number of a clinic.

Michelle entered therapy. Her mother was then asked to come in for individaul therapy. Two weeks later the two began family therapy.

"At first my mother denied that she did anything. She didn't think it was abuse. It was really hard 'cause it sounded like I was just saying 'you said a mean thing to me' but the psychologist called it verbal abuse," Michelle said. "When my mother understood how serious it was she began to understand why it hurt me so much. She didn't even know how she made me feel. I think she felt really bad. She didn't mean to make my life as bad as she did."

Michelle's mother admitted that she took her problems and insecurities out on Michelle. She then asked how she could stop, Michelle said. Michelle is still in therapy, but she feels that things are going well.

"It's a cool feeling for me to realize that I'm not that ugly or that stupid. It also feels good to think my mother loves me," Michelle said. "It just took us a long time to see that it was real. I mean she *never hit me. She didn't or drink. or* anything. But she still was abusing me. I think its gonna take a long time to heal because its inside. But it's still abuse."

But words can really hurt me

BY REBECCA DAVIS
Staff Reporter

"Chic," " babe," "honeypie," " darling." These are only a few of the terms that are used to address women in schools, offices, on television and in movies. For some, these words are harmless while others believe that these "vulgar," "profane" or "derogatory" phrases can cause pain and mental anguish. To many, these terms are a form of verbal abuse.

One of the reasons men use derogatory terms for women, according to Naomi Ziegler, who works for the National Council of Christians and Jews, is that men are suspicious of women advancing in leadership positions.

"They are, I think, feeling at risk of losing their power positions," Ziegler said. "Their position is threatened."

Social studies teacher Sal Fabrizio, however, said that the root of these terms was much simpler.

"The basic cause is ignorance, just plain old fashioned stupidity," said Fabrizio, who added that men who verbally abuse women are displaying a "sign of weakness."

Senior Jon Harris said that some men do not know any other way of speaking other than using derogatory terms.

"Some guys are male chauvinist pigs," senior Jon Harris said. "It's just the way some guys are. It just comes natural [to them] to say 'chic.'"

Ziegler said that the main causes of verbal abuse towards women and towards any other minority or disadvantaged group are similar.

"All prejudices stem from the family - family perceptions and attitudes regarding other races and religions and economic backrounds," Ziegler explained.

In addition to the home influence, children are increasingly more likely to verbally abuse women, Ellen Vendeland, assistant director of the American Jewish Committee said, because they follow examples set by people on television, the radio, music videos and especially people at home who verbally abuse each other.

"You hear it often enough; it becomes acceptable to use that kind of speech," she said. "[Children] don't realize they've said anything wrong or inappropriate."

There are several times when derogatory remarks aimed at women are commonly heard, Vendeland said, such as to settle arguments, in anger, at a sporting event or in a crowd of people.

Fabrizio distinguished between verbal abuse in public and what he called locker room talk among men only. Locker room talk is something he feels is only "part of the male-bonding, macho-type thing," and should not be taken too seriously.

Senior Colleen McMenamin agreed that not all verbal abuse should be taken too seriously, but when these terms are used in a school or office situation, real damage can be done.

"Using terms like honey or darling in a locker room is one thing, but when a teacher or a boss calls a woman honey, it can make her feel subservient. Derogatory terms in these situations can have serious effects on a woman's self image and confidence," McMenamin said.

However, Vendeland emphasized that it is wrong to assume that only men verbally abuse women. Women use these terms to other women too, she explained. However, she added that no matter who uses speech to abuse women, it causes pain, embarassment, self-doubt and loss of self-confidence.

"[Verbal abuses are] a very hurtful thing to have said to you," she said, "It can be very shocking or you can slough it off and say. 'Okay, so what, I've been called worse.'"

While verbal abuse of women will never be completely stopped, Vendeland said that one method of solving the problem is by alerting people to the issue.

"People have to be sensitive and realize what they are doing," Vendeland added. "Sometimes one does not realize they are making hurtful remarks; they think it is cute or funny."

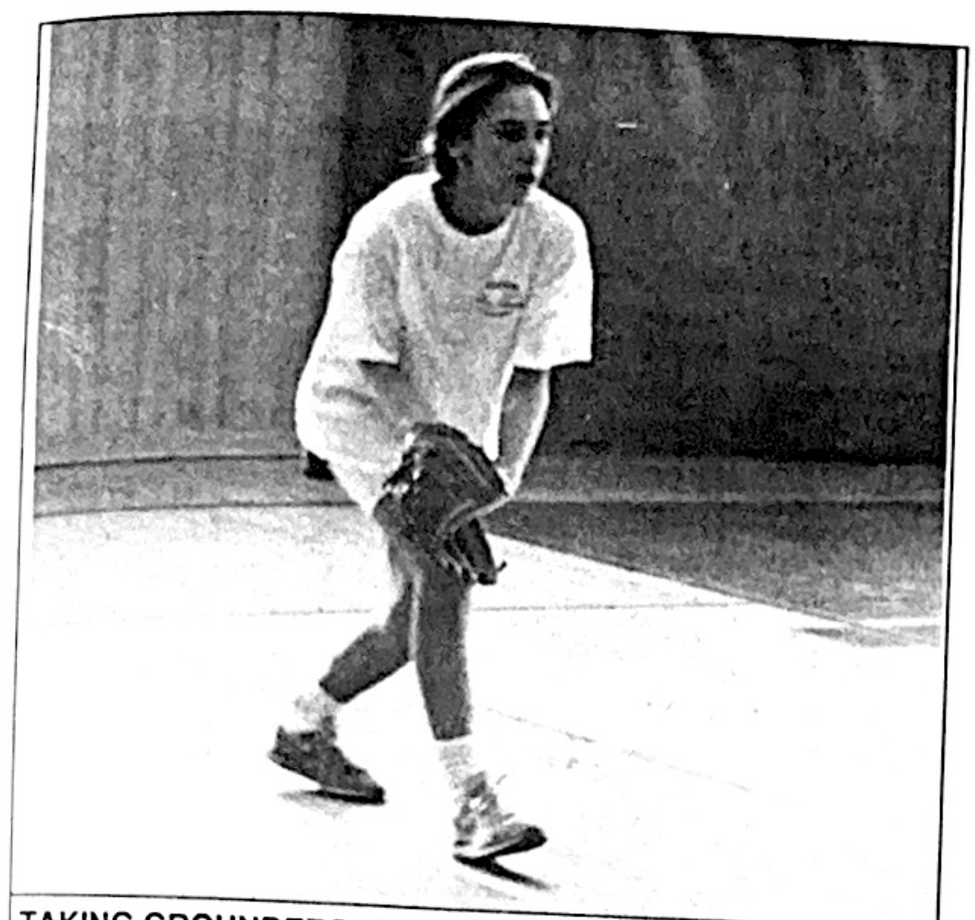
Along those lines, AJC has had a program for several years called "Proud to Be Me," which allows students of various ethnic, racial and religious groups to talk about their identities on television and by phone.

"If you are proud of who you are, then you realize that when someone says something derogatory about that, you are more willing to speak up and say, 'I don't have to take that,'" Vendeland said.

Vendeland added that these types of programs have a limited success and that we must continue to educate each other about our different identities.

"We come from a variety of backgrounds and we must tolerate each other," she said.

Artwork by Coleman Burditt



TAKING GROUNDERS. Softball player Laura Melograno, ajunior, takes grounders during a recent practice. The team must practice in the gym, because they do not have an outdoor field on which to practice.

Photo courtesy of the Gristmill

Softball team off to impressive start

BY MARK SMITH
Staff Reporter

The Raider varsity softball team is determined to repeat last year's near sweep of the LEL.

"My players are not content with just doing O.K.," head coach Lori Anthony said. "They want to win."

The team members expect to do well also. Junior Laura Hoppe expects that the team will win the league again.

Senior Stacy Heiman sees last year's team as a benchmark for success.

"We have set our goal to be undefeated in the LEL," Heiman said. "Last year we lost only when we got to the final game in the tournament."

Heiman said that the team's schedule is more difficult this year because it is entered in more tournaments.

The success that the team has had so far this year looks even more impressive when compared to a much improved division.

Heiman said that Shaker's toughest league rivals are Heights, Lakewood and Parma. They are optimistic that these three teams will not stand in the way of their shot at the LEL championship.

"So far there hasn't been much competition," junior Laura Melograno said.

Hoppe agreed.

"All the games we've played so far are games we should have won," Hoppe said.

Hoppe did say that the reason for any loss can be attributed to poor fielding.

"I think we're going to fare well this year," Hoppe said. "I think we need to get together. We've played good games. Now we need to work on basic skills."

Like Hoppe, Heiman believes that togetherness is an important factor in winning any games.

"A new assistant coach and a new JV coach helped to make the team a lot better, more together," Heiman said.

Heiman also said that one problem is that the team does not have a field to practice on.

"With no field to play on, we're not as perfectly together as we ought to be," she said.

Hoppe agrees.

"We don't practice outside. All the fielding is done inside; but outside it is totally different," she said.

Anthony expects her players will have a record above .500 in a season with 18 tournaments. She said that there are not any standouts on the team, but that the team has good leadership and support.

Young talent sheds light on Tribe season

BY BRIAN RESNIK
Sports Editor

SPORTS COLUMN

It's Spring again, and you know what that means.

It is time for yet another fun-filled season of Cleveland Indians baseball. Forget about the 37 years that have elapsed since the Indians last won a pennant. It is a new year filled with new hope, right?

Things looked good for the Indians at the end of last year when they surged to a fourth place finish. It is a shame that we must get so excited over a fourth place finish. Now, people are looking foreward to the team contending for third, yes third, place.

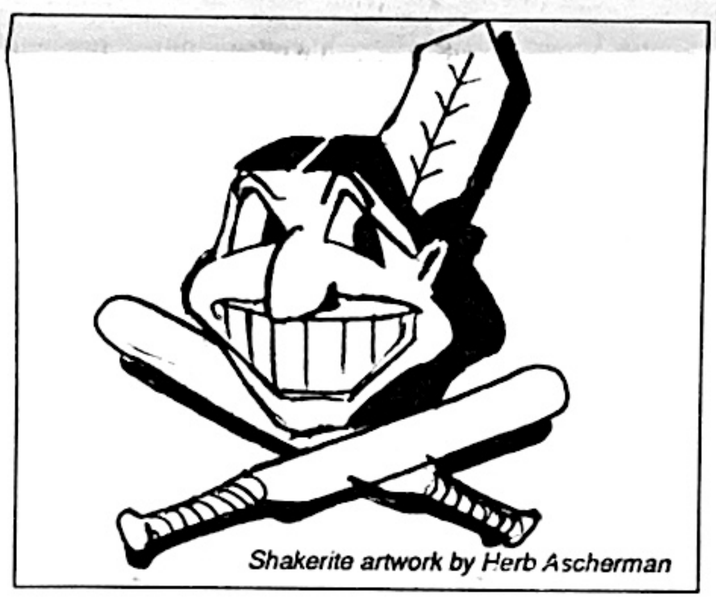
Of course, through the first 10 games, the offense had sputtered it's way to a pathetic performance. The Tribe is currently looking to be the first time in a while to have a team ERA of below 3.00 and a losing record.

So what's the point of still following the Tribe? I don't know, but it just seems like a good thing to do. After all, somebody has to, don't they?

So, as we embark on our new season, it is time to take a look at their chances.

In a division full of mediocre teams, the Indians fit right in. Chances are that a third place finish is not out of the question. Through the first 10 games, the Tribe pitchers have shown an incredible knack for getting the other team out. Once the hitting comes along, they should be just fine.

Greg Swindell, who should be traded for a good lefty hitter, is the only pitcher who hasn't done well. Tom Candiotti, Charles Nagy and Eric King have all performed well, and the relief has been outstanding.



Shakerite artwork by Herb Ascherman

One must wonder, though, what goes through the minds of the Tribe's "braintrust". (Now there's an oxymoron for you). First, they moved the fences back, since they are a speed oriented team anyway. This was supposed to give last year's phenom Alex Cole a chance to run, run, run.

Their next move was to sign Ron Kittle. Kittle is known as only a power hitter. This move contradicted their theory of moving the fences back. A few weeks later, Kittle was released.

Now, They aren't trying to sign Brook Jacoby and Tom Candiotti, the team's only consistent players over the past four years.

In their latest brilliant move, they benched Cole, the player around whom the team was built. In his place in center field was 28 year olds rookie Mike Huff. Now, Cole is back at the leadoff spot.

Speaking of questionable moves, why was the home opener at 1:35 on a weekday? The stadium was filled with students who were forced to make the unfortunate decision between school and the American thing to do.

With last year's rookie of the year Sandy Alomar Jr. back behind the plate, and hot prospect Carlos Baerga at third, teamed with Albert (don't call me Joey) Belle, the Tribe has a good young nucleus. Chris James, Cole, Jacoby, Felix Fermin, Turner Ward and Jerry Browne round out the rest of the lineup.

The Tribe's toughest opponents within the division this year look to be Toronto and Boston. Led by ex-Indian Joe Carter, the Blue Jays should win the crown. Roger Clemens and his Redsox will be second, with the Tribe taking third.

Looking ahead, it should be a decent year. A third place finish would be the best since 1959. If they do fall short of their potential, at least we'll be used to it.

The Shakerite

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FOOLING AROUND. Senior Rachel Zamore of the girls lacrosse team takes it easy before the team's game against The Andrews School.
Photo courtesy of Theresa Colson

FEARSOME FOREHAND. Senior Jason Kaufman works on his forehand during a tennis practice. The number one seed on the team, Kaufman has helped the Raiders to anmpressive start. *Photo courtesy of the Gristmill*

Track is more than just a punishment

BY JEFF EPSTIEN
Staff Reporter

Imagine that you are lounging around, doing nothing in your gym class. Suddenly, your teacher yells for you to 'get off your butt or else run three laps around the track.'

Is that teacher threatening to punish you, or are they attempting to introduce you to a sport that you may have never given much thought to.

Track is a physically and mentally demanding sport.

The Shaker track team runs after school, on weekends and during school vacations. So why do people run track?

The challenge and the thrill of running was a major reason.

"You want to be the best you can be," senior William Baylis said. "I like the personal challenge."

Senior Randy Stokes agreed with Baylis.

"When I was in ninth grade and I thought I was good, I liked to beat people," Stokes said. "It was fun to pass people at high school without them ever having the chance to catch up with me."

Since then, the reasons have changed for Stokes.

"Now I just run for the fun of getting out there and competing," Stokes said. "Everything comes with hard work. It is harder than I though it would be."

Others liked running track for the purpose of feeling powerful and achieving goals.

"It's kind of an ego thing," sophomore Ayesha Bell said. "I like doing things that I do well at, and track is something that I excel at."

Sophomore Jake Kramer likes running track because of the feeling of accomplishment he gets.

"After you do a good hard run there's a really good feeling you get inside of you," Kramer said. "It is a sense of accomplishment."

According to Stokes, track requires mental as well as physical endurance.

"When the team has mental toughness, it does well," Stokes said.

The challenge of sprinting, running, and competing attract many people to the team, while others are pushed away by the time commitments and the hard work.

Raider Wrap up

	RECORD	NEXT GAME
Baseball	3-5	At home tomorrow
Boys Lacrosse	5–1	Friday at home
Girls Lacrosse	3–4	Laurel today
Softball	4–3	At Valley Forge today
Tennis	N/A	At Toledo- St. John tomorrow
Boys Track	0–1	Bellaire Relays this weekend
Girls Track	0–1	Ranger Relays this weekend

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